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Matching Books to Readers

Using Leveled Books in
Guided Reading, K-3



Includes leveled book lists
with 7,500 entries

How to Use This Book List

In this final chapter we provide a description of the book list and suggestions for using it. We also share our thinking about the text characteristics at each level.

Contents of the List

This book list includes more than seven thousand paperback books for children in grades K through 3, complete with word counts for most books and publisher information. A similar book list, appropriate for grades 3 through 6, will be available in the future.

In preparing this list, we included many books that you most likely have in your classrooms already; some, at this time, may be out of print but still available for use. We decided to provide an inclusive list rather than a highly selective one. We would not want to ignore books that you may already have. We believe that you are the decision makers, and you need a resource that is as comprehensive as possible. It is up to you and your colleagues to select a quality collection of books that will be right for you and the children you teach. In general, all of the books listed here can be used with skillful teaching.

Information on Levels

The sixteen levels, identified by letters of the alphabet A–P, are organized along a continuum of increasing difficulty as described in Chapter 1. A level is not an absolute designation; not all books on a level are precisely alike.¹ Not only is there variability within each level, but when individual children read the books, they bring their own strengths and knowledge to the process, leading to even more variability. We encourage you to adjust levels as you find differences for your particular population. We also encourage you to share your feedback with us on the response form provided in Appendix 1.

Remember, working with your colleagues to browse, review, and discuss books and their characteristics will enhance the effectiveness of your teaching. Use our list to initiate the process of labeling/leveling your own books, but be sure you understand the underlying features we considered in leveling books. In a general way, we addressed these features in Chapter 3. We also refer you to Fountas and Pinnell (1996), Chapters 9 and 10. In those chapters, we described the

¹A level presupposes that teaching (guided reading, for example) will accompany the reading of the book. Books for reading independently (without teacher support) are best selected from a lower level.

levels, provided examples of page layouts for books on each level, and listed behaviors to notice and support for each level.

Here, we provide a level-by-level description of the books on this list. No description can fully capture every book included in a level, but these summaries should guide you in leveling new books as you acquire them.

Level A

The collection in level A provides the very easiest books for young children to read. We begin using level A books for guided reading after children have participated in unison reading of enlarged texts, heard many stories read aloud, tried writing for themselves, and become familiar with print. Before you begin guided reading, gather some evidence that children have some basic understandings about written language (for example, that you read the print rather than the pictures and that you begin on the left and move to the right). Be sure that they can point to words along a simple line of print—perhaps three or four words—in a familiar text.

Children do not need to have full control of basic concepts about print, nor do they need to know all of the names of the alphabet letters and related sounds before they begin to read the simple books on level A. They will learn a great deal more as they read these simple books.

Most level A books have only one line of print and just a few words in the line. This feature enables young children to focus on the print and read left to right, gradually increasing their knowledge of a few high-frequency words such as *I*, *the*, or *is*. In general, these books feature easy-to-see print with ample space between words. It is important that the letters are clear and that it is easy to notice the individual words. Be careful of books in which the print is bold or thick, with letters that are close together and little space between words. Be equally careful of books with thin letters set close together. Those styles of print make it hard for children to discern the word. The font size should be

large, but not so large that it is hard to see the whole word at once. Below are examples of appropriate font sizes.

Here comes the bus.
Here comes the bus.
Here comes the bus.

The sentence structure in level A books is very close to children's own natural language and sentences are not too long. Children have to be able to understand and hold in their heads the meaning of the whole sentence while at the same time pointing under the words, moving left to right, and recognizing and checking words. Many of the books are about eight pages.

The language of the text in many books consists of a repeating pattern, using the same words over and over again or building several different ideas using the same sentence structure. Most of the words are very easy high-frequency words (*a*, *the*, *an*, *is*) and/or content words that are cued by the pictures. Print placement is highly consistent. For example, some books have print always on the left page with the picture on the right. Others have print appearing always at the bottom of the page.

There is a clear distinction between print and pictures, so that children can easily find the place to read. Simple punctuation is used, including periods, question marks, and exclamation points. Since there are few lists, commas do not appear often. The pictures provide a very high level of support, illustrating almost precisely the meaning of the text. Books focus on topics that are very familiar to most children. Often, these books are built around a single idea. The books provide an easy, supportive context within which children can practice their early reading behaviors.

Level B

Level B books are similar to level A in that they provide a context for practicing early reading behaviors, but the task is slightly more challenging. Like level A, books tend

to focus on a single idea or present a simple story line. They feature clear, easy-to-read print (similar font to A) with noticeable spaces between words. For the most part, level B books contain two or more lines of print, so readers are required to sweep back to the left after reading a line.

Sentences are longer; however, natural language patterns are present to support the reader. Books may have repeating words or sentence patterns, although more variety is observed than in level A. Simple punctuation, including more commas, is used. Very simple dialogue may be included (for example, "I am here," said Mom.). There is a direct correspondence between text and pictures; and, like level A, topics are generally very familiar to most children. Sentences include more easy high-frequency words and some words with *ing*, *ed*, and *s* endings. The characters in books are family members, friends, or people who would be familiar to children. Animal characters behave very much like people. Stories are set in the "here and now;" setting is suggested but seldom important to the plot. Stories are straightforward, not requiring interpretation, and tend to be a string of events or actions rather than story episodes.

Benchmark: We would expect almost all kindergarten children to be able to read, with control of early behaviors, level B books by the end of the school year.

Level C

Books at level C present simple story lines or topics that are, in general, familiar for most children. Familiar topics are explored in a variety of ways that offer new viewpoints to the reader. Stories are longer with more action; there are still very few characters. Characters and story plots are straightforward and require little interpretation. Characters tend not to change or develop during the short story.

While most books are about children, families, and everyday life, there are also an-

imal fantasies and books that we would call "experiential." These books are the precursor of information books because they deal with the events and artifacts of everyday life (for example, animals at the zoo), but they do not require the reader to learn some new piece or body of information.

Sentences are longer and may include some embedded clauses. Some sentences are conjoined using *and*. Dialogue is frequently included, and punctuation reflects more complex sentence structure, to include all ending marks, quotation marks, and commas. Some books have repeating language patterns; others do not. There is more variation among the texts. At level C, children are required to pay closer attention to print because the patterns they encounter are too complex for them to simply remember in two or even three readings. There are more words and more lines of print on each page so the text requires more time to read.

There will be some compound words (*into*, *something*, etc.) as well as many easy high-frequency words. Some words have endings such as *ing* and *s*. Print is still in a clear, readable font with noticeable spaces between words. Most books are still about eight pages, but the number of words on a page has greatly increased.

Illustrations provide a high level of meaning support to the reader but there are many more words to be solved. Children cannot depend on illustrations or sentence pattern to read the book with accuracy. There is opportunity to encounter, notice, and solve words with regular spelling patterns.

Level D

Books at level D include slightly longer and more complex stories than at previous levels. For example, there may be several elaborate episodes within a simple plot line. Topics are generally familiar to most children, but some books include abstract or unfamiliar ideas. Language structures may vary from natural sounding language to phrases with a literary quality. It is not uncommon for texts to con-

tain compound sentences, usually conjoined by *and*.

Text layout is easy to follow. Since there is more printed text, there is a greater variety in the size of print, with some books using smaller fonts. It is still important to evaluate the clarity of the print and layout. Some texts include sentences that are carried over to the next page or over several pages. Interesting new punctuation may appear, such as dashes or ellipses (. . .). Illustrations are supportive but they are moving to a new role—that of enhancing and extending meaning rather than providing all or most of the information needed. In most books, however, the illustrations are still important.

Texts have a large number of easy, high-frequency words as well as words that have a variety of inflectional endings (*ed*, *ing*, *s*, *es*), and there are more compound words and multisyllable words. A greater variety of high-frequency words is included. There are more opportunities to solve words using regular spelling patterns. Many books are longer, ranging from about ten to twenty pages.

Level E

At level E, texts introduce more complex language and ideas. Topics range beyond the familiar and the types of text may include realistic stories, fantasy, and very simple informational books. It is best to be careful that informational books do not introduce too much technical vocabulary because it is difficult for children to use reading to learn new content while still developing a beginning reading process. For example, learning the technical names for parts of flowers or leaves may make a seemingly easy book quite difficult.

Sentences include more embedded phrases and clauses and there is more variety in language. Literary language is common. Books are generally longer, with either more pages or more lines of text on each page. The placement of print ranges widely from smaller fonts to print about the size of

level A. It is still important to be sure that the print is not too small, but readers can tolerate much more variety. Most books range from ten to twenty pages. Shorter books (about eight pages) with a great deal of print on the page may be more difficult for readers.

The text structure for most books is more complex, with stories that often have several simple but repeated episodes. Picture support is moderate. Books have more characters, and, although characters do not develop a great deal, readers may be called on to empathize with them or learn what they are like.

The number of words and lines of print generally increases, as does the variety of high-frequency words. There is frequent use of dialogue and a full range of punctuation. The vocabulary is more interesting; some books introduce less-regular spelling patterns and have more multisyllable words.

Level F

Books at level F require close attention to print and sustaining meaning over longer texts. Most books range from ten to thirty pages. The language reflects patterns that are more characteristic of written language than spoken language. A full range of punctuation is presented and used to enhance meaning. Concepts are more distant from local knowledge or the everyday world. Themes of books include realistic stories of everyday life, human and animal fantasy, simple folktales, and some very simple informational books. In general, children at this level are not yet ready to read biographies or histories because of the time concepts and background information required.

The variety of high-frequency words expands and there is greater variety in vocabulary. Texts are slightly longer by including longer sentences and/or more lines on a page. Some texts may be short but have unusual language patterns or technical words, thus making them more difficult than earlier levels. Some texts have abstract ideas that will require discussion.

Level G

Up to this point in the gradient, many texts have had repeating language patterns, at least in some parts of the text. Level G offers little support through repetition, although there will be some repeating episodes that support the reader in predicting what will happen next.

Texts, in general, have several episodes and a variety of characters. Characters require more understanding and their actions require interpretation. Sentences are longer, with many embedded clauses. There are many easy high-frequency words; a larger number of more difficult high-frequency words is introduced. There are opportunities to solve words with regular spelling patterns and there are the challenges of many words with irregular patterns. A greater quantity of multisyllable words is noticeable.

Books offer challenge in ideas and vocabulary; some include technical words or language that is specific to a place or process (such as fishing or cooking).

Books at level G exhibit a much greater variety of styles of print and text layout. Spacing and font are not critical issues since most children will have achieved control of early strategies; however, it is always helpful to have clear, readable text. Illustrations support and extend the meaning but the story line is completely carried by the text. Since texts are longer, readers are required to remember information and action over a longer reading time.

Level H

At level H, readers are required to apply skills to read longer and more varied texts. The content of texts moves away from highly familiar experiences, although children still enjoy reading longer texts that relate to their own lives. The size and placement of print varies widely and calls for flexibility on the part of readers.

Stories are long (from ten to thirty pages) unless they are short texts with difficult content. Font size varies, but because

there are more lines of text, layout becomes important in helping the reader. For example, many texts feature new sentences starting on the left margin.

Many texts feature literary language and text structure; some have poetic language. Texts offer a greater range of vocabulary, including frequent use of multisyllable words and a large number of the full range of high-frequency words. The featured events and language structures of each text are not repetitious, although, as in level G, there may be repeating episodes or events. Picture support is moderate but is still important to enhance meaning and arouse interest. Pictures appear on most pages of the texts.

Most of the books at level H can be categorized as realistic fiction, fantasy, folktales, and informational books that present content that is either within children's experience or adds only a little new information. Characters in stories tend to learn and change; events require interpretation.

Level I

Most books at level I can still be categorized as narrative, although there are more informational books. In general, informational texts are shorter because the content is more difficult. The list of books includes realistic fiction, fantasy, and folktales.

For narratives, there is usually one main plot with a solution. The episodes or events in the text are more highly elaborated, and there are multiple events to understand and follow. Characters and story events require interpretation and offer an interesting focus for discussion.

Books are about the same as levels G and H, but the font size is generally smaller and there are more words on each page. Some books are a little longer, for example thirty to forty pages. Layout varies widely, and there are some texts that have unusual layout features such as maps and charts. Texts use a great deal of dialogue, which is clearly indicated by the identification of speakers and sometimes by spaces between

speakers. Sometimes, for texts with many lines of print, new sentences begin on the left margin. Others are signaled by clear spaces after a period or other ending punctuation within a line.

Illustrations enhance meaning but provide little support for precise word solving and meaning. There are still illustrations on almost every page. Complex word solving is required; texts have more multisyllable words and these are embedded within longer sentences and paragraphs. At level I, readers are making the transition to texts that may call for sustaining interest and meaning over several reading periods. There may be a few "chapter-like" books.

Benchmark: At the end of the year, we would expect almost all first graders to be able to independently read, with understanding and fluency, books at level I.

Level J

Stories at level J have characteristics similar to level I but texts are generally longer. Some books are over fifty pages. At this level, children will experience reading their first chapter books. They will begin to meet characters in series books that will expand their interest in reading and the amount of time they spend reading.

Books contain a great deal of dialogue. Speakers are usually identified and there may be spaces between speakers. A full range of punctuation is present and there are many longer and more complex sentences. Many adjectives and adverbs are included, which makes sentences more complicated and requires more interpretation on the part of the reader.

Most books have one main plot with several episodes that take place at different points in time, although most books or chapters in books cover the period of only one day. Word solving requires automatic recognition of a large number of words and quick solving of new words, including words with three or four syllables.

For informational texts. For guided reading, be cautious about using a large number of informational texts that are short but very difficult in content. At level J, children need the opportunity to process a large number of longer texts.

Level K

Level K includes longer, slightly more complex chapter books with more characters. Books are usually between fifteen and seventy-five pages long. Some shorter books are placed at this level because of difficult vocabulary, challenging content, or more complex themes. Types of books include realistic fiction, fantasy, and informational texts. Children may read some historical fiction that does not require extensive background to understand. Some fables or legends may also be included. Informational books may contain technical language and harder vocabulary words. Themes may require readers to understand concepts that are well outside their own experiences. Readers will also be required to deal with different writers' styles. Stories in level K have multiple episodes related to a single plot but may cover a longer time period.

The variety of vocabulary continues to expand, and at this level, children will be encountering words that they do not usually use in their spoken language. They will also be exploring the various connotations of words and analyzing language for humor or to discover the varied perspectives of characters.

Texts contain a great deal of dialogue. While speakers are usually identified by name or pronoun, it is not uncommon for several different characters to be talking on one page. The reader is required to follow the dialogue to determine what is going on in the plot.

Texts at level K have illustrations at many places in the text. These are often black and white and children will not need them in order to read the text with high ac-

curacy; however, illustrations play an important role in enhancing enjoyment and helping children visualize characters, setting, and action.

Level L

Level L may include some longer picture books, which guided reading groups can use for discussion. Through common reading of these books, children can be introduced to a new genre or learn new ways of interpreting text. In general, these complex picture books should be used for particular purposes rather than become the norm in guided reading. This level also includes many chapter books. Texts include illustrations, as in level K, but readers are less dependent on them.

The types of text include a full range of genres, from realistic fiction to biography and fantasy. For historical fiction or biography, it may be necessary for students to read or talk about necessary background information. Readers are required to understand several different characters and to follow their actions and interactions. Some stories have abstract or symbolic themes.

Chapter books feature more sophisticated plots with characters that are developed throughout the text. Stories take place over longer periods of time. Events in the story build upon each other, requiring the reader to recall and keep track of information. More characters are speaking and dialogue is not always assigned. Books, in general, require a higher level of conceptual understanding.

Most chapter books are about seventy to eighty pages long, with chapters ranging from five to fifteen pages each. Many conventions of text are introduced, including ellipses, italics, use of all capitals, indentations, and bold letters. Some unusual formats (such as letters within texts) may be used. Sentences are complex and contain many multisyllable and technical words. Vocabulary support may be required because of content specific vocabulary or

words that are not familiar to students. Words are used for a range of connotative meanings. Print size is more varied and often much smaller.

Benchmark: At the end of the year, we would expect almost all second graders to read independently a variety of books at level L with understanding and fluency.

Level M

Level M books present a variety of formats, with many different conventions used to organize the text and convey meanings. Topics vary widely, from familiar subjects to a diverse offering of brand new subjects. Longer chapter books may feature everyday adventures while shorter books are more literary or contain new information. Literary selections have complex language and require interpretation. Themes are more complex; for example, issues such as respect for differences, loneliness, seeking independence, and the ethical treatment of animals may be introduced in a straightforward manner. More biographies are included and these usually have photographs.

Chapter books are longer texts with few pictures; they range from about sixty to one hundred pages in length, with short chapters (five to fifteen pages). Informational books are generally shorter (between fifteen and thirty pages). Many books display lots of text in small print with narrower word spacing. Vocabulary is greatly expanded. Texts have subtle meanings that require interpretation and more background knowledge, and many require an understanding of character development and more complex and expanded plots.

Vocabulary includes words that are specific to context. The connotative meaning of words depends on text interpretation in many cases. Vocabulary may be introduced to create feeling or mood instead of simply laying out the plot. The writer's style may be clearly marked by use of words, sentence structure, descriptions of characters, or humor. There may be text features such as in-

dexes, glossaries, time lines, and historical information. Dialogue is not always assigned.

Level N

Level N includes chapter books that are about one hundred pages and sometimes more, with short chapters (five to fifteen pages). There are more complex and sophisticated themes; for example, immigration, death, slavery. Non-fiction titles are generally shorter and may present social issues.

Longer chapter books present memorable characters; writers use devices such as irony and whimsy to create interest and communicate the nature of characters. Some books offer opportunities to experience mystery and suspense. Some complex picture books may be used like short stories to illustrate themes and build experience in character interpretation or analyzing text structure. In general, picture books are more appropriate for literature discussions than for guided reading. There is more emphasis on reading a variety of informational books.

There is more demand on the reader to use a variety of strategies to understand the plot and theme and to learn the meaning of new vocabulary words. Most books still have one main plot and an episodic structure. Episodes take place over time.

Vocabulary continues to expand and topics go well beyond children's own experience. Vocabulary is more challenging, often requiring the reader to attend to word meanings in new ways. Many books require a cultural or historical context for interpretation. Children are beginning to use books to gain the vicarious experiences that will help them understand their world.

Level O

Level O includes longer chapter books that present a range of problems. Themes are sophisticated and require more interpretation and understanding. Books have multiple characters whose development is shown through what they say and what they do rather than simply through narrative. Chil-

...continue to expand their experiences through empathizing with characters and learning about the lives of others.

The types of books include realistic and historical fiction, biography, science fiction, humor, and traditional literature such as legends and fables. Readers will experience the same themes (for example, sibling relationships, death, etc.) being conveyed through a variety of genres. Previously read texts figure strongly into children's interpretation of what they are reading. Most chapter books have between fifty and two hundred pages with some black and white illustrations in the text.

The vocabulary is sophisticated and varied. Most words will be known or within children's control; however, interpretations of meaning will be required. Many new, multisyllable words are included. Highly complex sentences require a full range of punctuation, which is often important to understanding the meaning of the text. Readers are required to quickly analyze many new words, both simple and multisyllable, while maintaining a focus on meaning.

Benchmark: At the end of the year, we would expect almost all third graders to read independently a variety of books at level O with understanding and fluency.

Level P

Level P includes a variety of literary and informational texts, including history and biography. These books offer an opportunity for students to learn how the different texts are organized, as well as how to gain information from a variety of structures. Chapter books explore the problems of preadolescents and early adolescents, which will interest more advanced third-grade readers. In general, books have more text and more complex ideas and language with a more sophisticated vocabulary. Texts contain many longer descriptive narratives, typically one or two paragraphs long. Often, texts must be

read on a literal and figurative level to truly understand them.

Many texts are long, requiring readers to sustain interest and meaning over many days. At this point, since most books are long (with a maximum of about two hundred pages), length is not as important in calculating the difficulty of the text. Instead, the complexity of the text structure, the sophistication of the theme, and the amount of background experience required to understand the text are factors to consider. Longer, more complex texts require readers to retain and recall information to support ongoing comprehension of the text. More sophisticated language, including figurative language and plays on words, is also involved in level P texts. Metaphor and simile, for example, are used but are often explained within the text.

Organization of the List

The list is sorted in two ways. In Figure 10–1 we illustrate the five-column page that we use in the list.

■ The first column indicates the title of the book. The book is placed alphabetically using the first word of the title—unless it is *a*, *the*, or *an*, in which case the article follows the title. Titles beginning with a numeral are placed at the beginning of the list.

■ The second column indicates the level of the book, from A to P.

■ The third column provides the number of running words in the text, generally for books with no more than 250 words. If we could not provide the word count and you are using the book to take a running record, simply count the words the first time you use it and record the number on your book and on your book list (see Chapter 5 for guidelines on counting words). We would be pleased if you would share missing word counts with us so it can benefit readers in the future; to do so, please use the form in Appendix 1.

■ The fourth column provides the name of the author or series.

■ The fifth column indicates the publisher's or distributor's name. Addresses and phone numbers for each publisher are provided in Appendix 2 so that you may order a complete set of catalogs. Trade books are available from a variety of general paperback distributors. When a book is distributed by more than one company, information for both is given.

Using Sections of the List

The book list is organized into two sections. Each is designed to be used in a different way. Notice the two dark-edged tabs placed along the side of the book. These tabs make it possible to quickly turn to the section that you want to use.

■ *Title.* Locate the book by title using the first word—unless it is an article such as *a*, *the*, or *an*. Titles that begin with numerals are located at the beginning of the list. Use this section to support your organization of the collection in your classroom or school. You can find the title, its level, and the number of running words (if they are less than 250 words). You can also find the author, series, publisher, and distributor information for each title.

■ *Level.* Titles are listed at each of the levels, A through P, and alphabetically within the level. If you are interested in finding all of the books at a particular level, you can simply turn to that level and browse through the list to generate books you might explore purchasing. If you notice that a particular title is out of sequence, this is because the level has been updated as a result of teacher input and student use.

Make This List Your Own List

The best way to use this list is to make it your own. First, integrate your own books into the list by checking them here or

Organization Book List				
Title	Level	Running Words	Author/Series	Publisher/Distributor
Abby	M	250+	Hanel, Wolfram	North/South Books
Abe Lincoln's Hat	M	250+	Brenner, Martha	Random House
Above and Below	F	128	Sunshine	Wright Group
Abacadabra	L	372	Reading Unlimited	Celebration Press
Abraham Lincoln	L	235	Pebble Books	Grolier, Capstone

FIGURE 10-1 Organization of Book List

adding new titles to the bottoms of pages or in the back. Get to know the books in your collection, and use this list to find others. Make notes or designate particularly good books for instruction as well as potential benchmark books.

Finally, as you use books, notice the ones that you and the children particularly enjoy. Reading is not about "work" or "practice." As adults, we certainly don't read simply for the purpose of getting better at reading. We read to relax, to enter other worlds, and to acquire useful or interesting information. Reading is about enjoying good books and using literacy as a powerful tool to enhance your life.

You'll want to hold a staff development session just to read good books for guided

reading and discuss their qualities. The books that you find interesting and enjoyable will usually be the same books that children like. As you introduce and discuss these books with your students, your enthusiasm will captivate and inspire them to read the books, too.

As you observe children reading and talk with them about books, you will discover and internalize a great number of books that are of special appeal to the children in your school. You will find this "short list" of their favorites immensely valuable. When students enjoy reading, they become good readers and acquire a skill that will enhance their lives in immeasurable ways. And it all begins with good teaching and access to quality books.

Level Equivalence Chart¹

	Grade	Classroom Level ²	Basal Level	Reading Recovery
Emergent	Kindergarten	A	Readiness	1
	Grade One			
Early	Kindergarten	B		2
	Grade One			
	Kindergarten	C	PP1	3 & 4
	Grade One			
	Grade One	D	PP2	5 & 6
	Grade One	E	PP3	7 & 8
	Grade One	F	Primer	9 & 10
	Grade One	G		11 & 12
Transitional	Grade One	H	Grade One	13 & 14
	Grade One	I		15, 16, 17
	Grade Two			
	Grade Two	J	Grade Two	18, 19, 20
	Grade Two	K		
	Grade Two	L		
	Grade Two	M		
	Grade Three			
Self-extending	Grade Three	N	Grade Three	
	Grade Three	O		
	Grade Three	P		
	Grade Four			
	Grade Four	Q	Grade Four	
	Grade Four	R		
Advanced				
	Grade Four	S		

¹All levels and equivalencies are approximations and are subject to revision.
²Source: Fountas and Pinnell 1996.

FIGURE 4-2 Book Level Equivalence Chart

lations will be helpful to classroom teachers as they place Reading Recovery children in guided reading groups. Consultation between the classroom teacher and the Reading Recovery teacher is important in this process.

Reading Recovery is a one-to-one tutorial

program for first-grade children who are having extreme difficulty in learning to read and write (see Clay 1993a; Fountas and Pinnell 1996, Chapter 15). They are generally confused about aspects of reading and are lagging behind others. Books recommended for use in